

Multi-Tiered Systems of Support for Young Children: Driving Change in Early Education

Presented by

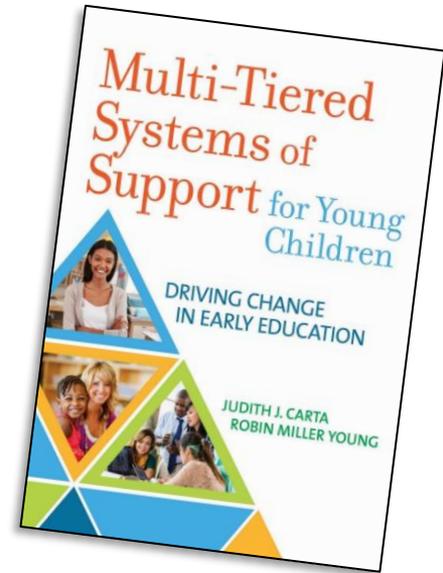
Judy Carta & Robin Miller Young

University of Kansas

Northern Illinois University



NeMTSS Summit
September 5, 2019



What is your current role?
What is your current
knowledge and/or
past experience with MTSS?



PARTICIPANT OBJECTIVES:



1. Articulate at least one defining component of an MTSS service delivery framework.



2. State at least one benefit for moving an early learning program into an MTSS service delivery framework.



3. Identify at least one strategy for moving an early learning program into an MTSS service delivery framework.

What is MTSS?

A whole-school data-driven framework for improving learning outcomes for ALL students delivered through a continuum of evidence-based practices and systems.



What is MTSS?



- Goal: to **identify** children who may be struggling to learn and **intervene early** so they can catch up to their peers.
- It can be designed to identify children who are struggling in **academic or behavioral** areas.

MTSS Service Delivery System is designed to . .

- PROMOTE development of essential skills known to correlate with success in later school and community settings.
- PREVENT delayed growth and performance challenges by targeting critical foundation skills.
- PROVIDE timely evidence-based interventions of the proper dosage to ameliorate delays or challenges.



MTSS is not...

- The responsibility of just a few specialists
 - general educators are key!
- An excuse for delaying a special education

How is MTSS different from typical practice in early education?

In typical practice in early education...

- We don't usually systematically address the range of individual differences that exist across children.
- We **often wait** for significant delays before we provide additional support (and then it is a referral to special education).

How is MTSS different from typical practice in early education?

- MTSS identifies who needs the additional support and provides a **continuum of evidence-based practices** within the general education settings.
- The focus of MTSS is **prevention**—providing additional support as soon as it's needed for success.
- The aim of MTSS is to use **proven** instructional strategies.

Contrasting MTSS for Young Children with MTSS for K – 12 students

- Types of systems
- Program vision and philosophy
- Curriculum, instruction, environment and assessment
- Teaming structures and compositions



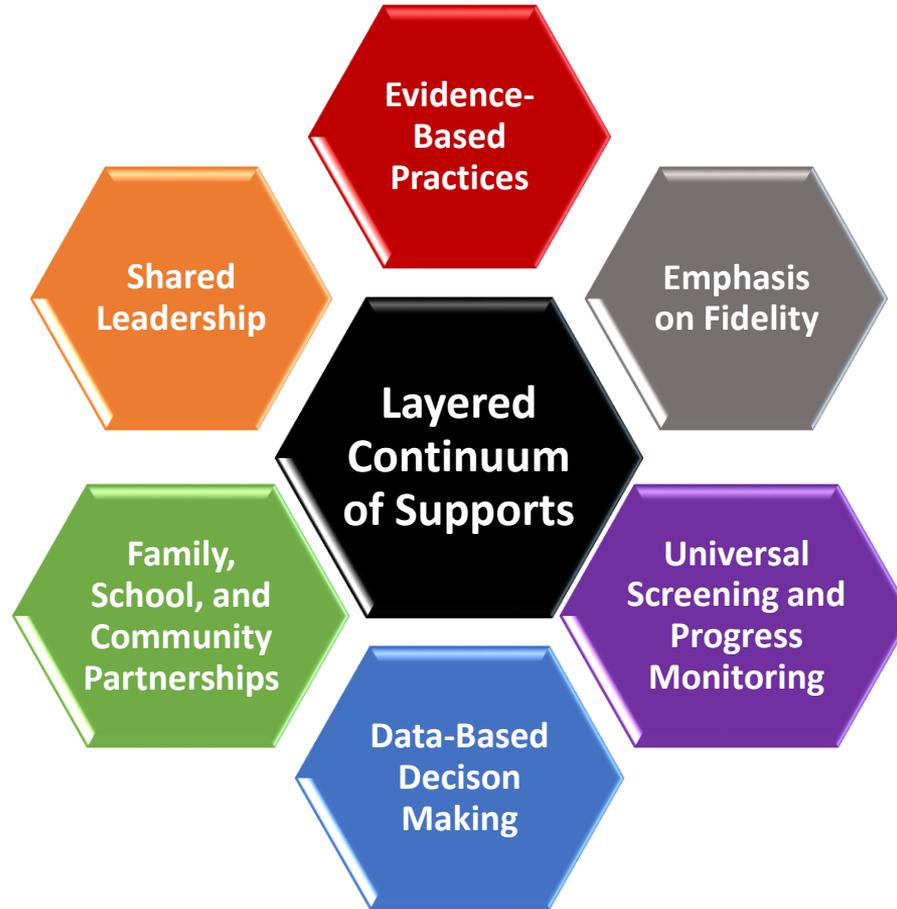
Core Principles of MTSS

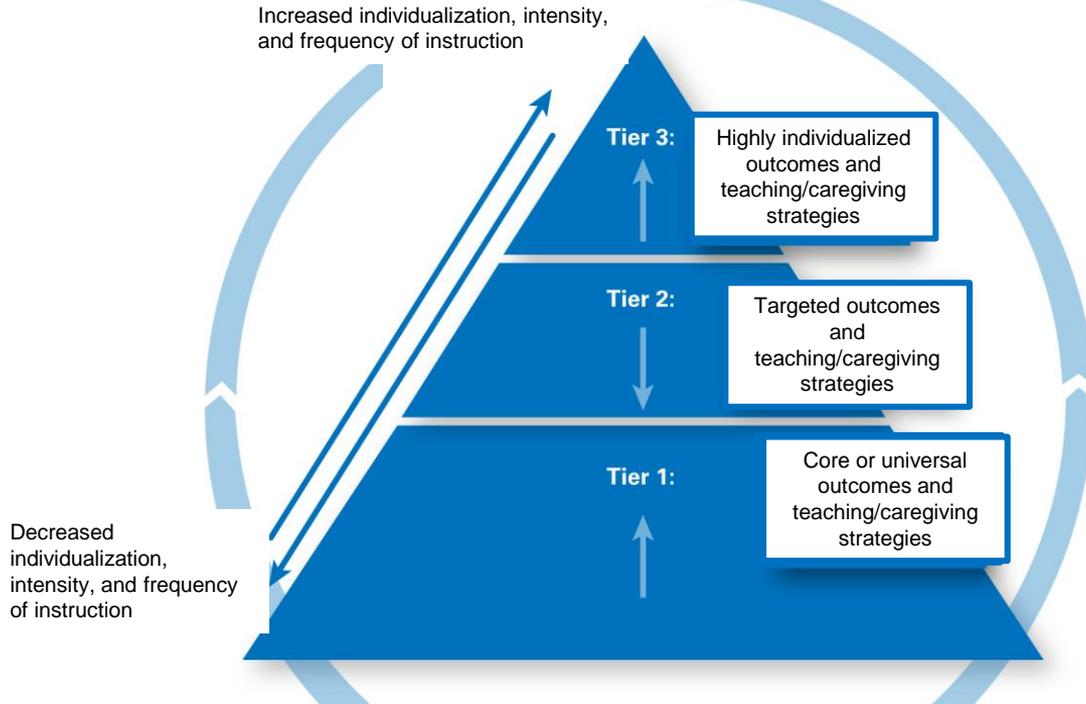
1. All children can learn and achieve....when they are provided with high quality supports to match their needs.
2. Instruction should focus on both academic and behavioral goals.
3. Children showing signs of delay should be identified as early as possible and should be provided with a level of instructional intensity to match their needs.

Core Principles of MTSS

4. Interventions to address children's needs should be designed by collaborative teams.
5. All intervention should be based on evidence-based practices and implemented with fidelity.
6. Children's responses to intervention should be continuously monitored.
7. Interventions should be informed by student data.

Seven Core Components / Defining Features





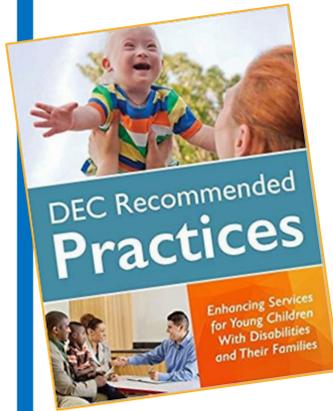
Layered Continuum of Supports

STRONG CORE / TIER 1!

- Multiple tiers
- Tiers are additive
- Seamless boundaries
- Movement through tiers
- Tiers for different skills and/or domains

Evidence-Based Practices

What are they and why are they the best starting point?

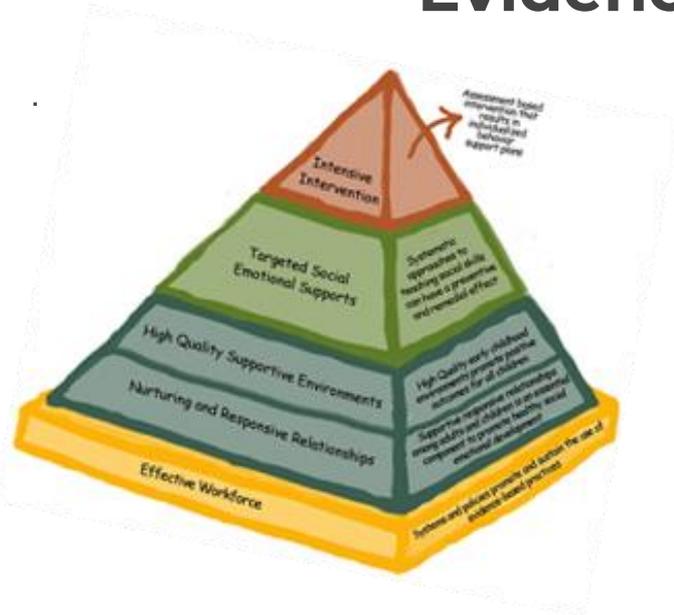


Evidence-based practices are the foundation

- “Proven techniques” that have rigorous multiple studies that have demonstrated their effectiveness
(e.g., Pyramid Model: see next slide)
- Few practices in EC meet the strict definition of EBP; however, but there are some
- Even practices with strong evidence may not work for all children.
- Practitioners can provide own evidence through progress monitoring data:
Practice-based evidence



Pyramid Model: An Example of Evidence-Based Practice



Hemmeter, M. L., Snyder, P. A., Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social emotional competence in early childhood classrooms. *Topics in Early Childhood Special Education*, 36, 133-146

Randomized trial showed that:

- Children in Pyramid Model classrooms had better social skills and less problem behavior
- Teachers receiving training and practice-based coaching were better implementers of Pyramid Model Practices than those who were not trained or coached.

Fidelity of Interventions

- Interventions implemented with low or inconsistent fidelity are less likely to work—children won't show change.
- Without measurement of fidelity, you don't know if the child needs a different intervention, a more intensive intervention, or the same intervention with better implementation.



LESSON:

Make sure an intervention is being implemented correctly before recommending changes to it.

Increased individualization, intensity, and frequency of instruction

Tier 3: Highly individualized outcomes and teaching/caregiving strategies

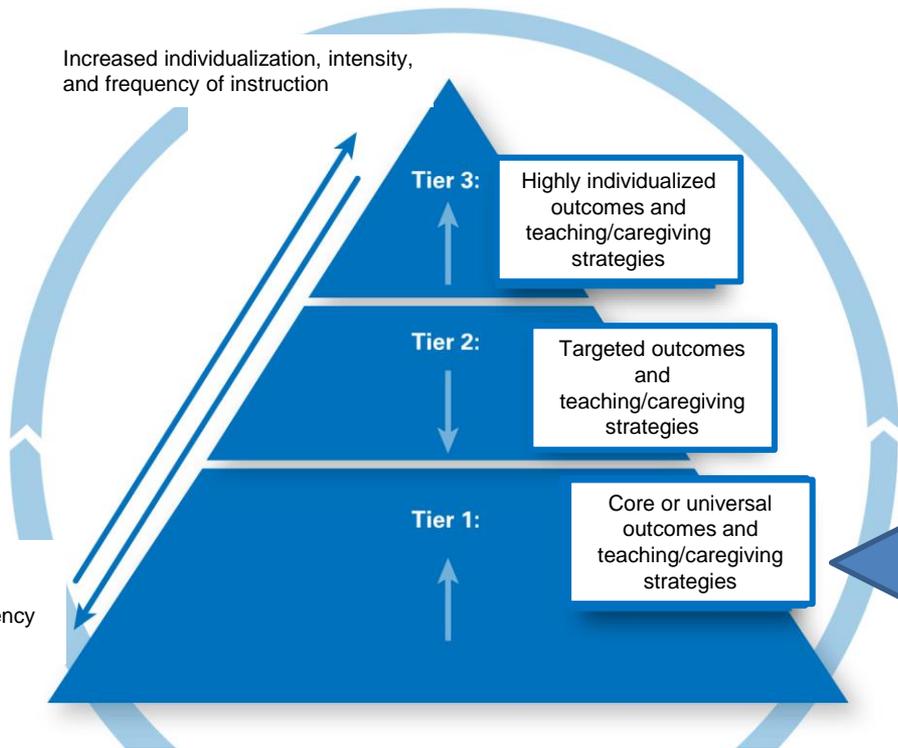
Tier 2: Targeted outcomes and teaching/caregiving strategies

Tier 1: Core or universal outcomes and teaching/caregiving strategies

Decreased individualization, intensity, and frequency of instruction

Tier 1 is the foundation

Layered Continuum of Supports



What is High Quality Tier 1?

- How does a program know when they have/don't have a strong Tier 1?
- Factors to consider when evaluating Tier 1: curriculum, instruction, and child data
- What happens when Tier 1 is not strong?
- Using professional development and ongoing coaching to ensure continuous quality of Tier 1 implementation.

Essential Ingredients in Tier 1 Early Literacy

4 Key Content Areas

- Oral language/Vocabulary
- Comprehension
- Phonemic Awareness
- Alphabet Knowledge



Examples of Evidence-Based Practices

- Dialogic Reading (Whitehurst)
- Explicit Instruction (Archer)
- I do, We do, You do
- World of Words (Neuman)

Steps of the Problem-Solving Model

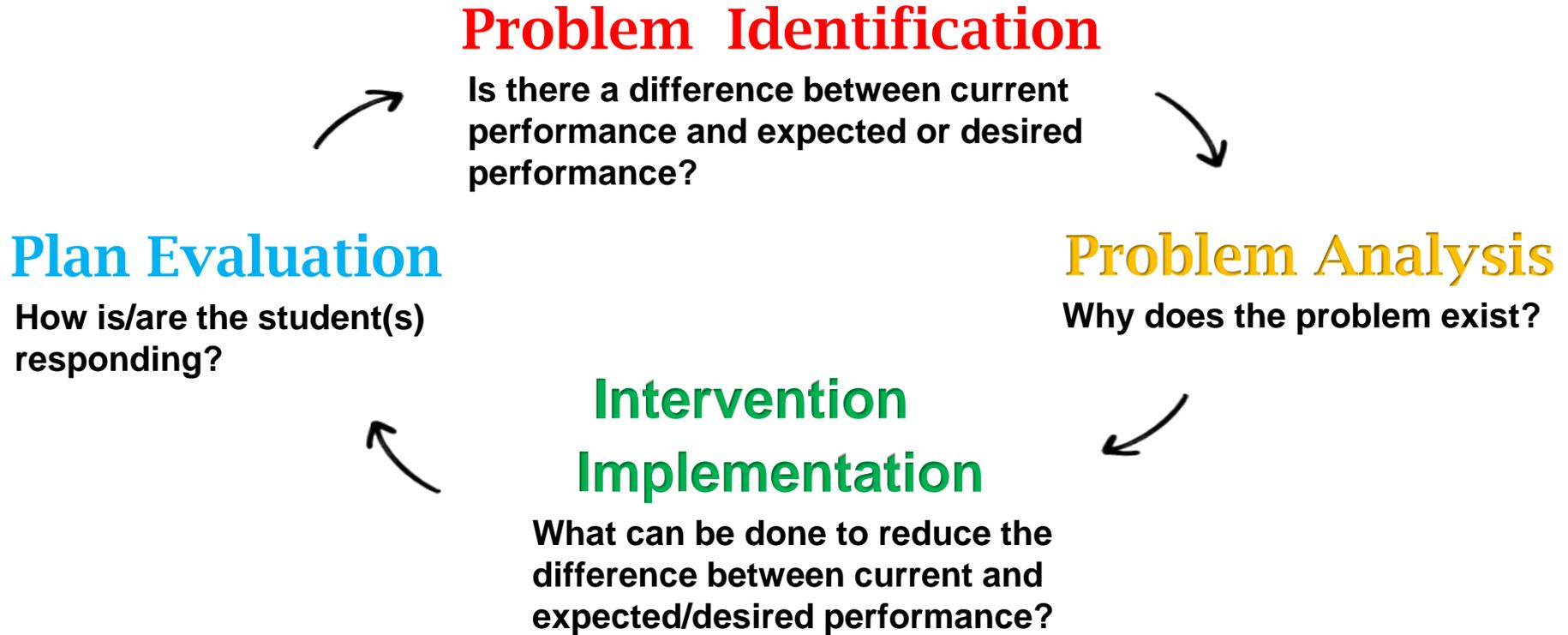


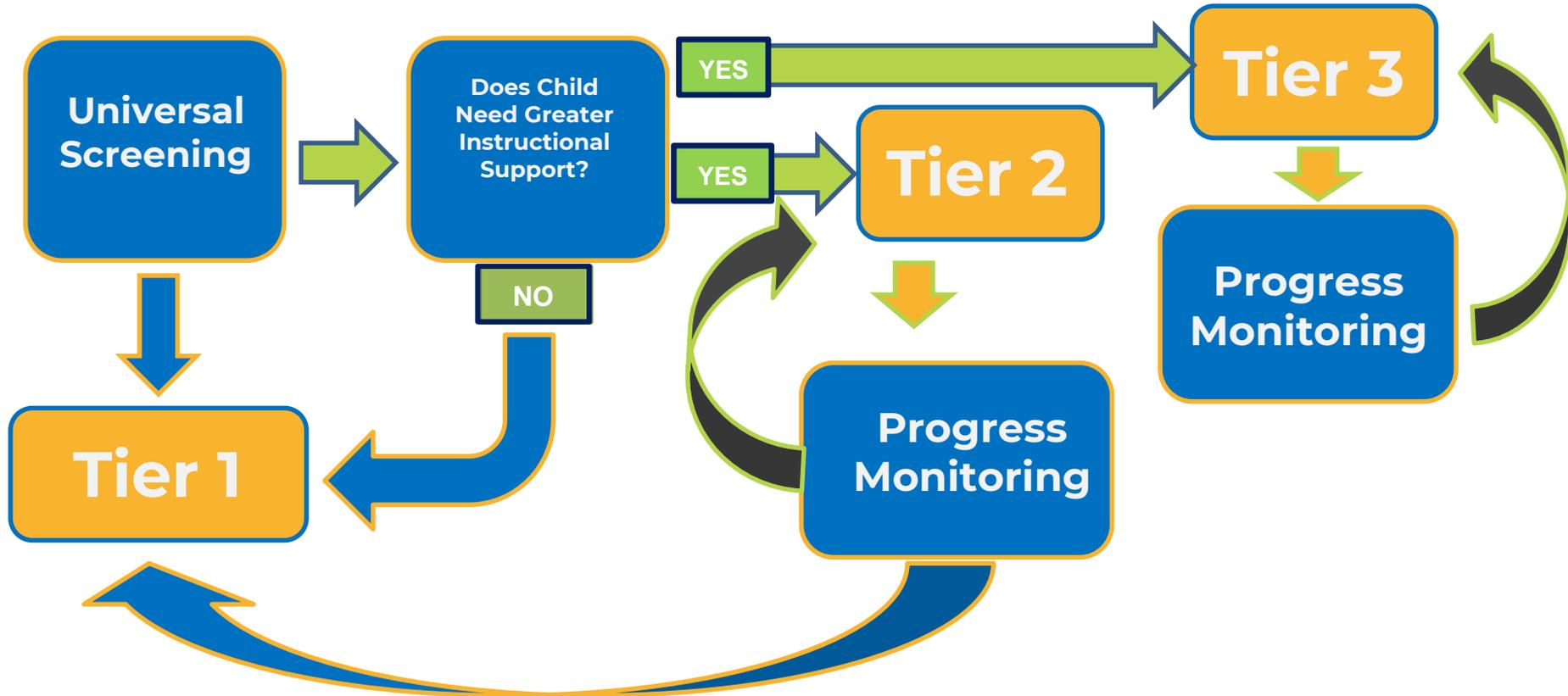
Figure 4.1. Steps of the problem-solving model. Source: Batsche, G. et al., 2005.

Universal Screening

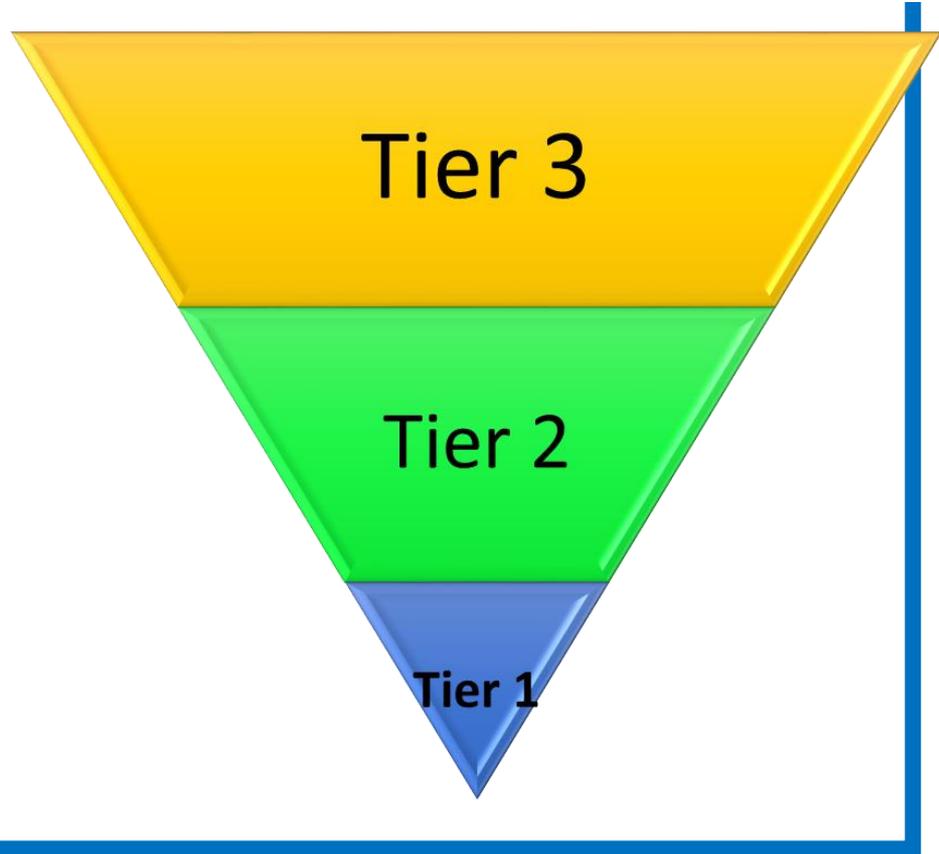
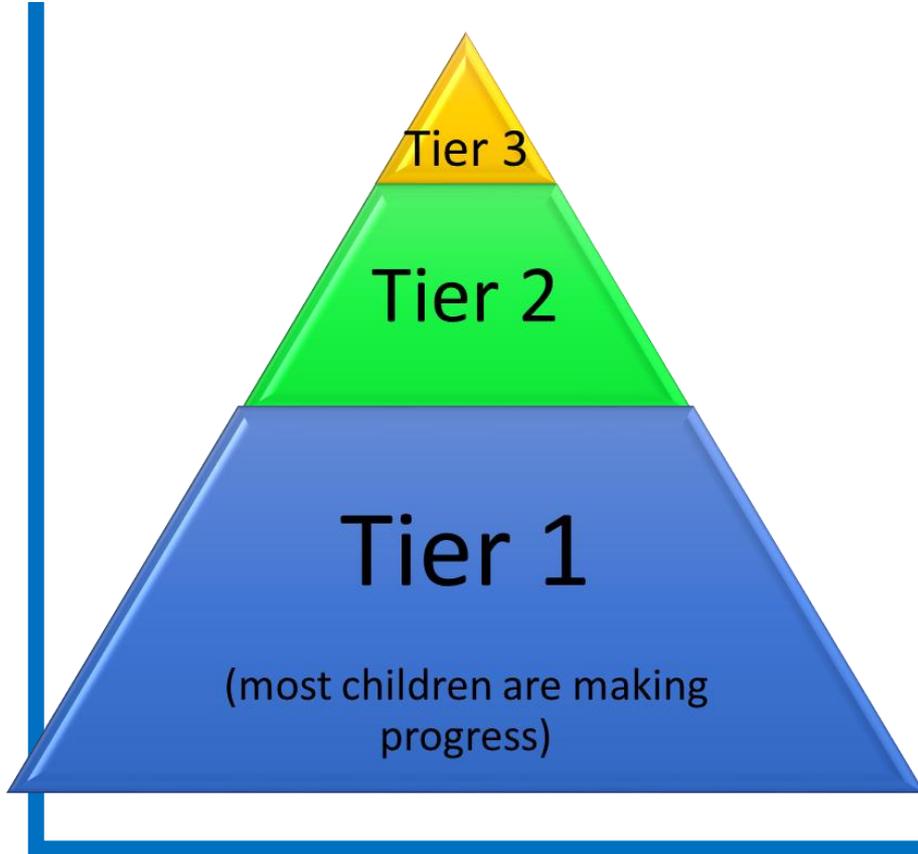
- **PURPOSE:** determines how well core curriculum is working for the majority of students
- **TOOLS:** very brief assessments on key elements of the curriculum; these are NOT the same as developmental screening tools
- **FOCUS:** all students
- **TIMEFRAME:** students usually assessed three times a year



Universal Screening and Progress Monitoring



Two Different Tiered Models



Progress Monitoring

- **PURPOSE:** monitor students' response to instruction to find students who are not demonstrating adequate progress
- **TOOLS:** brief assessments that are valid, reliable, and evidence based
- **TIMEFRAME:** students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)



Tier 2—how to provide additional support

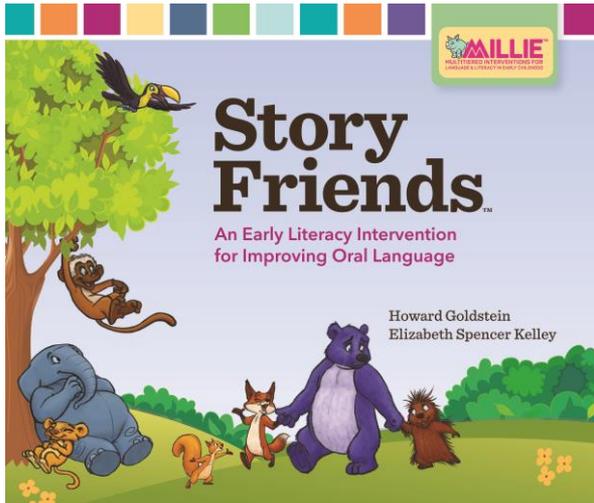
- Determine % of children needing extra instructional support
- Determine model for providing Tier 2 support from these two approaches:
 1. Problem solving approach: Individualized approach; team and family identify ways to meet child's instructional needs (more explicit instruction, more opportunities)

Tier 2—how to provide additional support

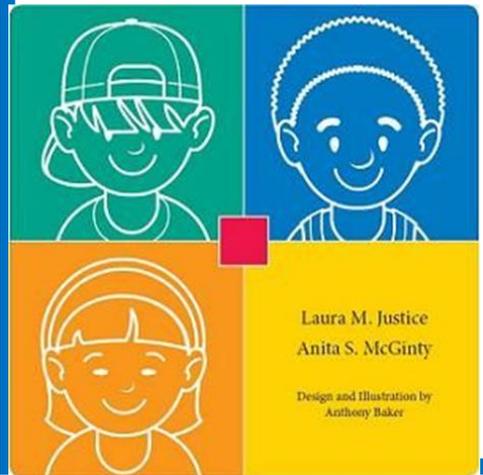
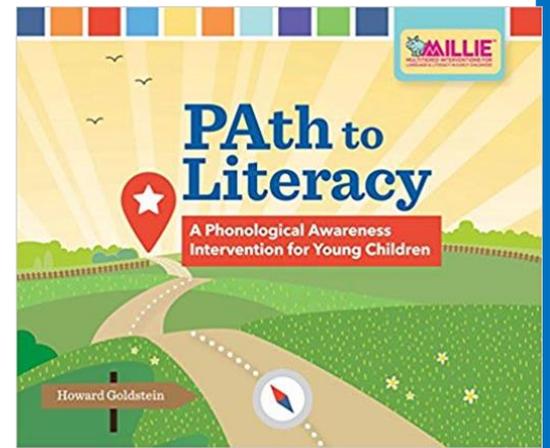
2. Standard protocol: Standard evidence-based approaches that target a specific area of need for groups of students

Examples in early literacy/language:

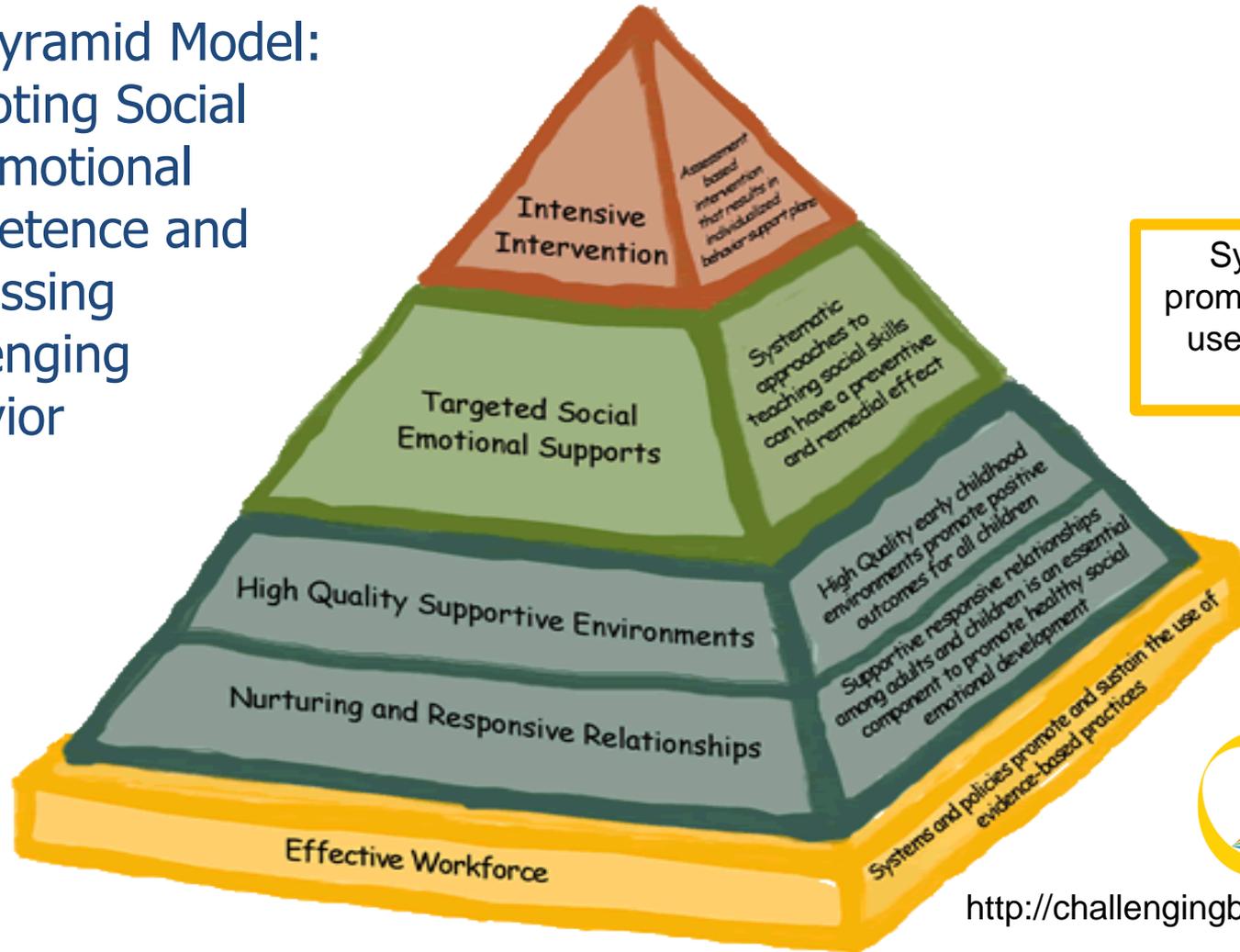
Story Friends; Read it Again-Prek, Story Champs, PPaths to Literacy



Examples of Tier 2 Interventions in Early Literacy/Language



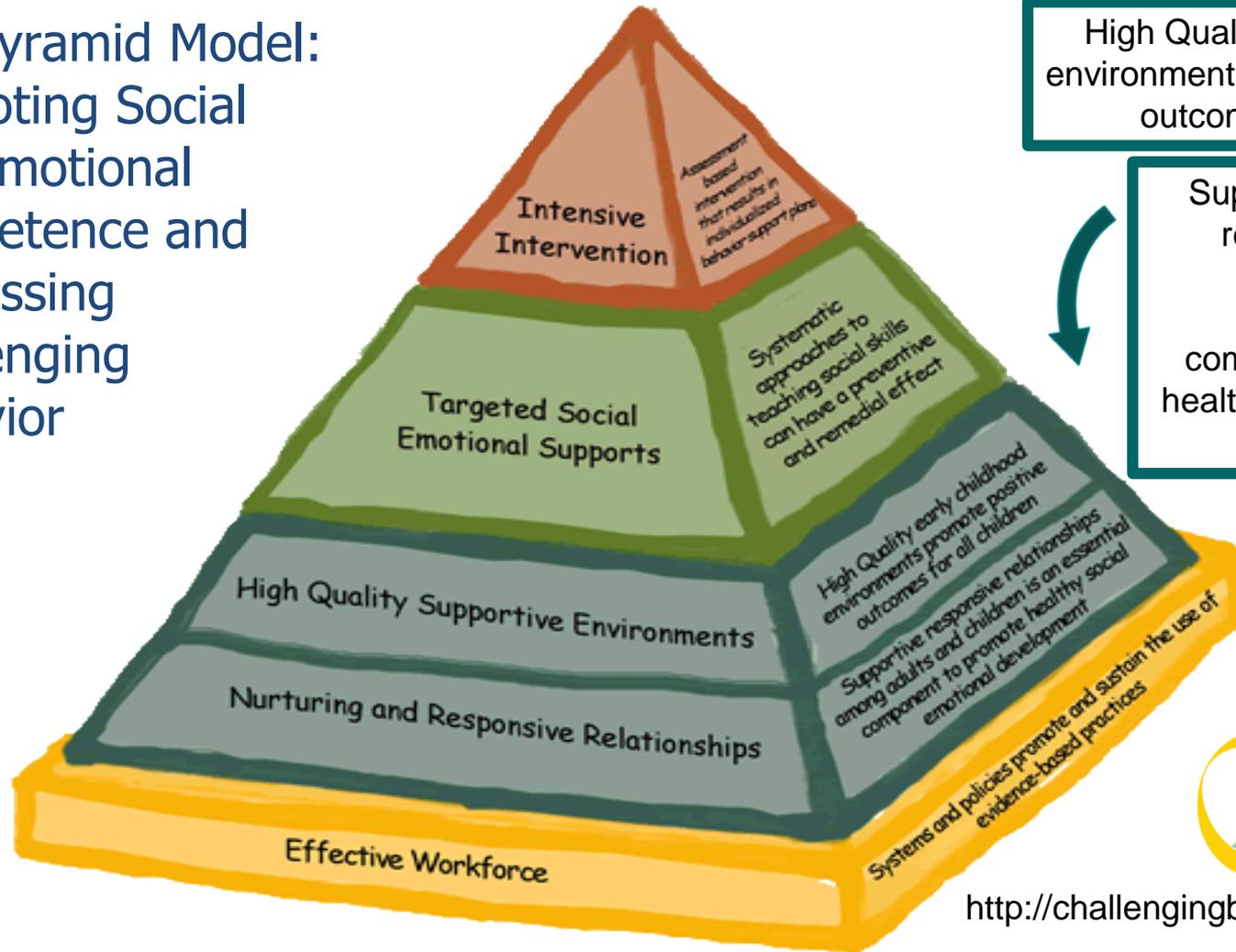
The Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior



Systems and policies promote and sustain the use of evidence-based practices



The Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior

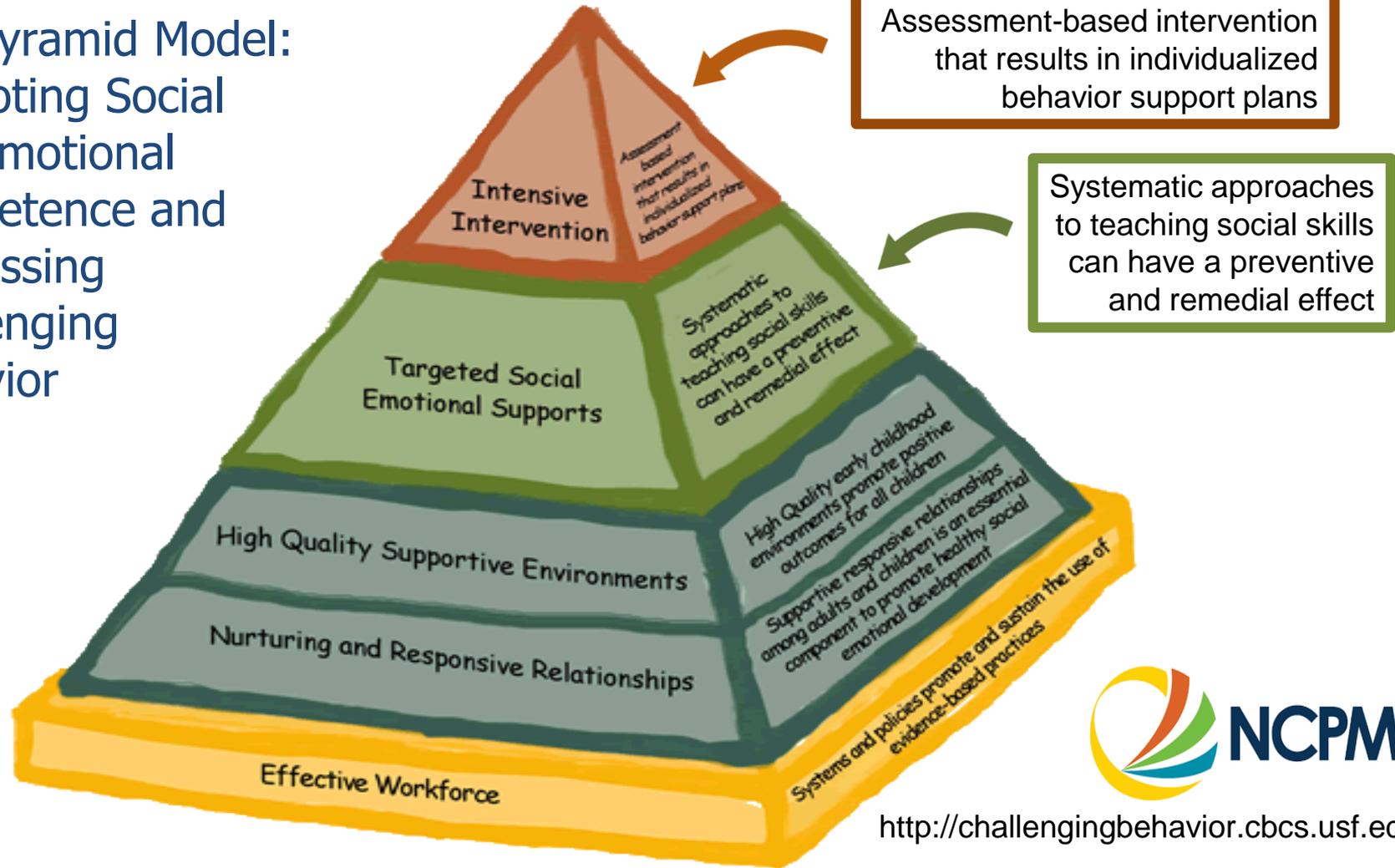


High Quality early childhood environments promote positive outcomes for all children

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development



The Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior



Tier 3

- Is for children not making adequate progress in response to Tier 2
- Is supplemental instruction that is more intensive than Tier 2
- Can be offered in different instructional domains (e.g., language/literacy, social-emotional)

Tier 3

Features include:

- Focus on prioritized content
- Systematic instruction with carefully designed scope and sequence
- Explicit instruction
- Increased opportunities to respond
- Individualized instruction
- More frequent progress monitoring

Some Key Decisions about IMPLEMENTING A TIERED APPROACH

	WHAT will be the goals of instruction?	What evidence-based strategies are available?	Who will teach? (what PD will they need?)	What materials are necessary?	When/where will it be taught?
Tier 1 (for all children)					
Tier 2 (for children below benchmark)					
Tier 3 (for children well below benchmark)					

Meeting the needs of special learners in an MTSS service delivery system

Children with disabilities

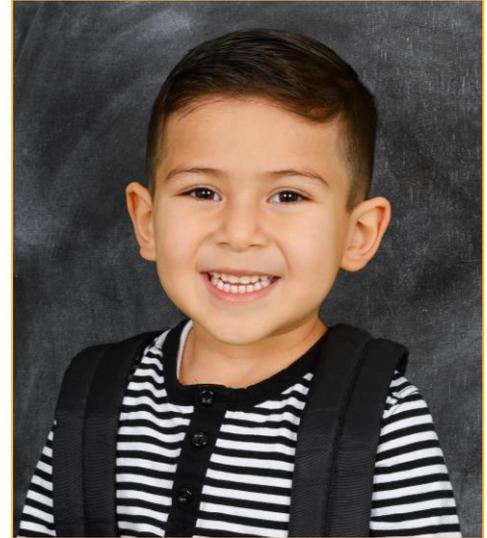
- might receive instruction at any tier in a blended inclusive classroom.
- Children do NOT need to go through the MTSS process order to be referred for special education.



Meeting the needs of Dual Language Learners (DLLs) in an MTSS service delivery system

Dual language learners

- Assessments (universal screening and progress monitoring) need to be conducted in home language with valid instruments
- Can be at any level of MTSS
- Strengthening Core/Tier 1 with use of home language, language bridging techniques can help dual language learners be successful



Engaging Families in MTSS

As programs build MTSS programs, they need to focus on systematic planning for ways to engage families



Engaging Families in MTSS

Staff members must be competent in these areas to engage successfully with families:

- Communication skills
- Understanding of family values and practices
- Focusing on cultural awareness and sensitivity
- Learning how to help the family feel welcome in the school, and with the rest of the team

Key Takeaways

- All children receive instruction that meets their needs
- Preventing delays and disabilities—better than “wait to fail”
- Early intervention is more effective and less costly than later remediation.
- Continuous progress monitoring ensures that children don’t get “stuck” receiving ineffective instruction.
- Data-based decision-making fosters team members moving in the same direction.

Leadership: Shifting into an MTSS Framework

Focus: PROGRAMS and SCHOOLS:

- Rationale: Services are delivered to programs and schools, as outcomes are measured at this level.
- Leaders: Held accountable for results, have legitimate authority to make changes, must shift culture, and support staff through change process
- Resource: Leader's Role in MTSS



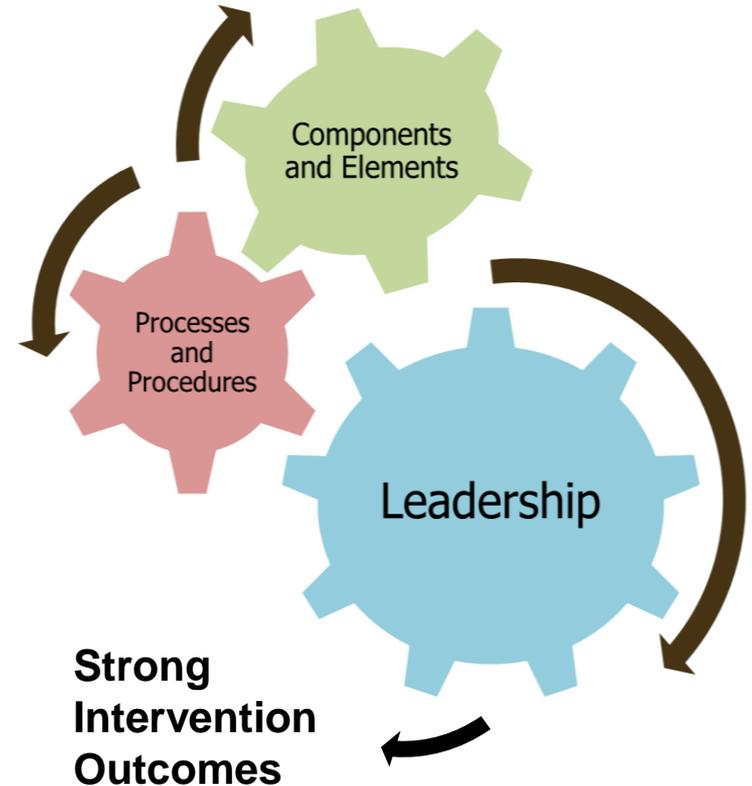
Leadership: Shifting into an MTSS Framework

- 
1. Accountable
 2. Authority
 3. Shift Culture
 4. Change process

Leadership: Shifting into an MTSS Framework

Focus: Service delivery SYSTEM

- Purpose: Internal parts are organized and arranged to interact so young children achieve early learning outcomes.
- Infrastructure (Components): Who will be served, what will they learn, what teaching methods will be used, where will teaching occur.
- Processes (Procedures): How culture and teams will be created, how rules will be made, etc.



Instructional Leadership Team (ILT)



Sole Purpose: Ensure the instructional and intervention delivery system results in verifiable gains for young children and their families.

Implementation Science (IS) Exploration Stage: Is MTSS the right initiative for your program or school?

Exploration Stage:

- Tasks: Assess needs, examine intervention components, consider implementation drivers, and assess “goodness-of-fit” of proposed new practice.
- Resource: Appendix 3B: Multi-tiered Systems of Support in Early Childhood: Stage of Implementation Analysis. Videos 1 and 2, Brookes Publishing website.



Vision: What kind of organization do we want to be?

Resource:
Example vision, mission, core values, guiding practices and standard operating procedures.



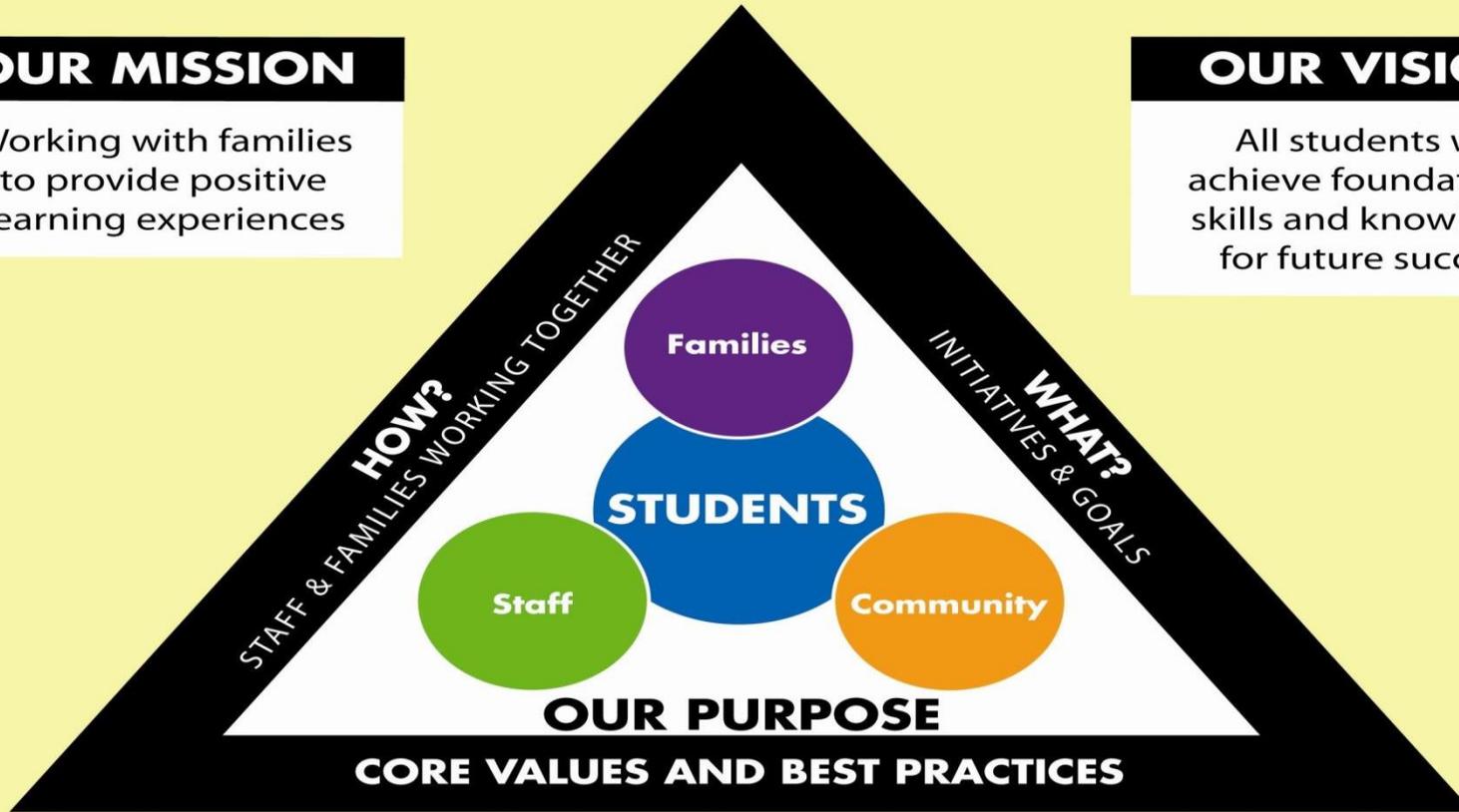
INCREASED LEARNING & ACHIEVEMENT

OUR MISSION

Working with families to provide positive learning experiences

OUR VISION

All students will achieve foundational skills and knowledge for future success



Organizational Culture: Trustworthy



***“It is a greater compliment to
be trusted than to be loved.”***

--George MacDonald



**ESSENTIAL:
Initial High Quality Training and
On-going Practice-Based Coaching**

Steps of the Problem-Solving Model

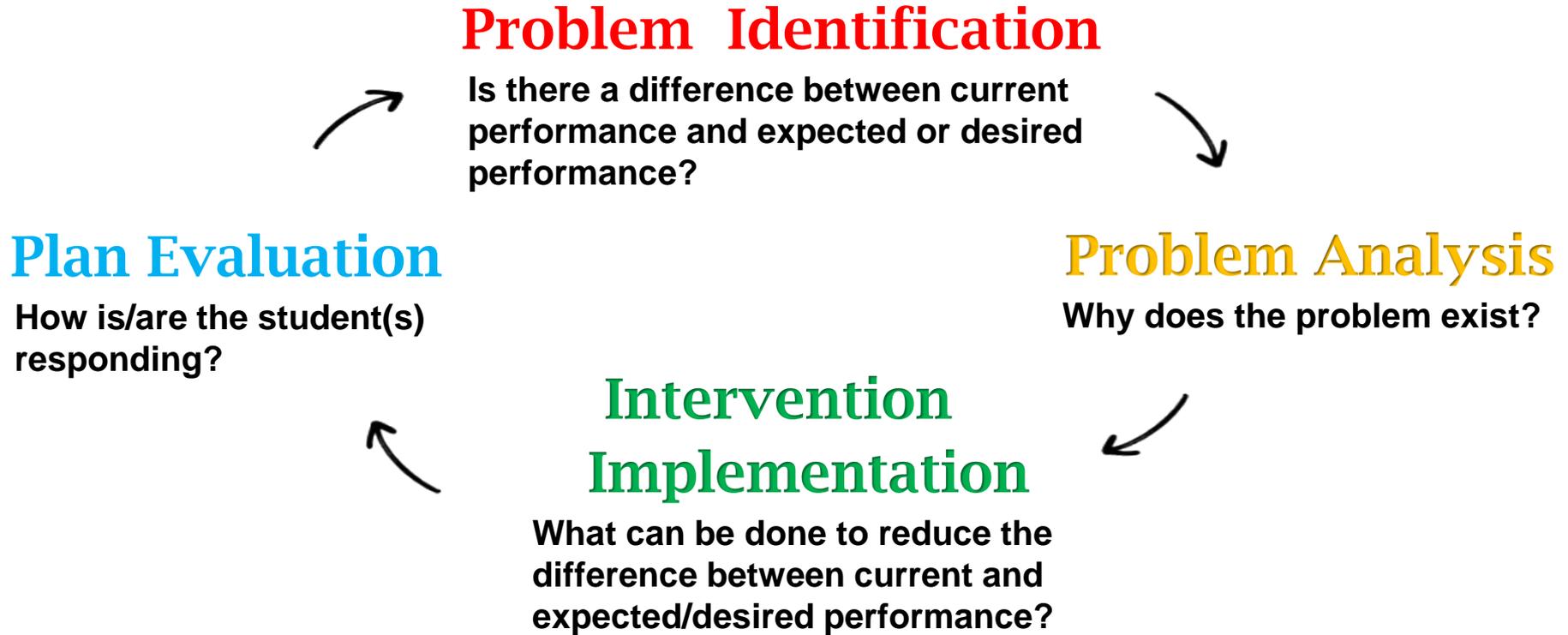


Figure 4.1. Steps of the problem-solving model. Source: Batsche, G. et al., 2005.

Strengths-based Problem-Solving Process

SCHOOL/PROGRAM Level:

- How are all children performing in core? Compare current indicators with expected or desired goals.
- Identify needed improvements. Make program changes, implement with fidelity, and monitor progress.
- Compare students' performance and growth to goals. Determine next steps.



Strengths-based Problem-Solving Process

CLASSROOM Level:

- Core curriculum should be meeting most students' needs.
So, which children need supports?
- Arrange small groups to provide targeted interventions (standard protocol if possible). Implement with fidelity; monitor progress.
- Compare student performance and growth to goals; decide next steps.



Strengths-based Problem-Solving Process

INDIVIDUAL-CHILD Level:

- Core curriculum plus strategic interventions should be meeting almost all children's needs.
- So, which few children require intensive interventions that are more individually-designed supports?
- Provide targeted interventions
Implement with fidelity; monitor progress.
- Compare student performance and growth to goals; decide next steps.



Our Vision for MTSS in Early Education



Wouldn't it be great if. . .

Every child could participate in an early education program with evidence-based instruction,

and receive appropriate levels of instructional interventions

to achieve the best possible early academic and behavioral outcomes?

Measures and Interventions Cited

- *CIRCLE Progress Monitoring*: <https://cliengage.org/public/training/support/how-to-guides/circle-progress-monitoring-user-guide/>.
- *Developing Talkers*: <https://developingtalkers.org/>.
- *Dialogic Reading—Reading Rockets*: <http://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>.
- *Explicit Instruction—Archer & Hughes*: <https://explicitinstruction.org/>.
- *IGDIs*--<http://igdi.ku.edu/>.
- *myIGDIs*-- <https://www.myigdis.com/>.
- *Path to Literacy*: <https://products.brookespublishing.com/PAth-to-Literacy-P965.aspx>.
- *Pyramid Model—National Center for Pyramid Model Innovation*: <http://challengingbehavior.cbcs.usf.edu/>.
- *Read It Again Pre-K*: <https://earlychildhood.ehe.osu.edu/research/practice/read-it-again-prek/>
- *Story Champs*: <https://www.languagedynamicsgroup.com/products/story-champs/>.
- *Story Friends*: <https://brookespublishing.com/product/story-friends/>.
- *World of Words*: <http://www.nyuwow.org/>

Thank you!





Judith Carta, Ph.D.

University of Kansas

Email: carta@ku.edu



Robin Miller Young, Ed.D., NCSP

Northern Illinois University

Email: robinmilleryoung@gmail.com